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THESIS

ASSESSMENT OF THE DIVERSITY COMPONENTS
OF THE
INTERMEDIATE OFFICER LEADERSHIP COURSE

by

Philippe E. François

March, 1998

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ASSESSMENT OF THE DIVERSITY COMPONENTS OF THE INTERMEDIATE OFFICER LEADERSHIP COURSE

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Submitted in partial fulfillment
of the requirements for the degree of

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from the

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ABSTRACT

This thesis assesses the Navy Leadership Continuum Intermediate Officer Leadership Course (IOLC) based on the Valuing Differences model. The thesis identifies diversity components of the IOLC, describes the Valuing Differences model, surveys a sample of Department Head level naval officers who attended an IOLC, and makes recommendations to help the Navy achieve its diversity goals.

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I. INTRODUCTION

The Hudson Institute study, "Workforce 2000," stated that by the end of the century, 85 percent of new entrants into the work force will be members of minority groups, women, and immigrants (Makower, 1994). This trend would dramatically affect leadership training in the U.S. Navy. To better accomplish the Navy's primary mission of being organized, trained, and equipped for prompt and sustained combat operations at sea, naval officers require the skills and abilities to lead diverse personnel (Hunt et al., 1987).

Teaching leadership skills can be difficult and complex. Admiral J. Johnson, Chief of Naval Operations said during the Leadership Continuum Training program that, "Historically, the Navy has not given enough attention to leadership training" (CHINFO, 1996). The Navy has undergone many changes in the field of leadership training and often focuses on the tools of leadership. Exposing officers to the tools required of good leadership coincides with the Navy's overall leadership training goals (Burlage 1996).

If the Navy expects to enhance and improve leadership in view of a diversifying workforce by exposing officers to the tools of good leadership, they may require an inclusive diversity approach within the Leadership Continuum. The Navy

has addressed its leadership training goals by including a limited approach to diversity components in its newest leadership training program, the Leadership Continuum. This thesis identifies and assesses the diversity components of the Leadership Continuum, and examines the need for a new and more inclusive approach to leading a diverse workforce that can enhance and improve leadership effectiveness within the Navy.

A. LEADERSHIP APPROACHES

Numerous books and papers have been written on teaching and training the skills to be an effective leader. Some training programs focus on leadership as a set of genetic traits, while others focus on a set of skills or abilities to be mastered. The significance of these approaches is that each of them has played a role in naval leadership instruction or is utilized by the Leadership Continuum.

1. Theory X , Theory Y

Douglas McGregor's (1960) leadership approach was the basis for many military leadership studies (Swett, 1981). McGregor's approach expanded upon Maslow's earlier theory of motivation (BOLA, 1997). MacGregor defined the tools of leadership in terms of two assumptions, which he called, Theory X and Theory Y. These assumptions are from the perspective of organizational leaders, particularly how they view and/or relate to employees. (Bolman, 1991)

Theory X assumptions are that employees:

- Inherently dislike work.
- Must be coerced or controlled to do work to achieve objectives.
- Prefer to be directed.

Theory Y Assumptions are that employees:

- View work as being as natural as play and rest.
- Will exercise self-direction and -control toward achieving objectives they are committed to.
- Learn to accept and seek responsibility. (BOLA, 1997)

McGregor's assumptions implied that leaders acted based upon the belief that employees were predisposed to either Theory X or Theory Y. McGregor suggested that most leaders apply a style based on Theory X. Theory X leaders would tend to direct and control employees, and to rely on the power of position and authority, similar to dealing with children. On the other hand, Theory Y leaders supervise less and arrange conditions for employees to achieve their own goals. This leader praises and rewards employees for their reliance on self-discipline and minimizes the use of control. Theory Y leaders believe that employees do what is right for the organization and treat them like adults. Modern approaches to leadership conform to the beliefs of Theory Y and are becoming popular within the Department of the Navy (DON).

2. Total Quality

In 1985, the Navy coined the term Total Quality Management (TQM) as the philosophy for change within its ranks. TQM was based around the four theories of W. Edwards Deming Profound Knowledge: systems, variation, psychology, and knowledge. In 1990, the Chief of Naval Operations recognized the role that leadership has in effecting change and modified the term TQM to TQL, Total Quality Leadership. (Silberstang, 1995)

The Navy adopted TQL as the primary tool for good leadership and improving mission readiness and it defines TQL as:

> The extent to which a product or service meets or exceeds customer requirements and expectations by the application of quantitative methods and the knowledge of people to assess and improve:
>
> - Materials and services supplied to the organization,
> - All significant processes within the organization and,
> - Meeting the needs of the end-user, now and in the future. (Flowers, 1997)

Basic elements of TQL are: leader-led, customer-driven, data-based, team-oriented, and mission-focused. The Navy contends that TQL will give personnel pride in their achievements, improve command efficiency, and improve mission effectiveness through continuous process improvement.

Continuous process improvement is more than just fixing problems, it involves an understanding and application of the theory of variation to improve the system, and it requires the full support and participation of senior management (CNET, 1996).

The Plan-Do-Check-Act (PDCA) cycle is the four phase scientific approach used for continuous process improvement (Officers' Call, 1994). In the Plan phase, one or more hypotheses are developed to improve a process toward achievement of desired quality characteristics. Four steps occur in this phase:

1. Identify what needs to be improved.
2. Plan what changes might lead to improvements.
3. Decide what data is needed.
4. Determine how, when, and by whom data will be collected.

In the Do phase, the planned changes are put into effect in a limited or test mode and data are collected. Four steps are needed in this phase:

1. Gather or review baseline data to determine status of improvements.
2. Make planned changes.
3. Gather data to determine effect of planned changes.

In the Check phase, data gathered from the Do phase are evaluated. A determination is made as to whether the data support the original hypotheses. This phase requires:

1. A comparison of results with what was planned.
2. A Determination of whether changes led to improvements.

In the Act phase, the data are then used to select a course of action and then that action is implemented. The steps of this phase are:

1. Determine what changes should be implemented.
2. Make the appropriate changes.
3. Educate the personnel about the changes.
4. Monitor the process.
5. Repeat the PDCA cycle. (CNET, 1996)

The Navy concludes that one benefit of TQL is that people feel better about their work and their organizations when they contribute to the process. Good Leadership makes contribution possible so that improvement of all the activities that prepare naval forces to achieve mission effectiveness can occur. (Officers Call, 1994)

3. Situational

A modern theory of leadership receiving wide acceptance

is the Situational Leadership theory developed by Paul Hersey in 1984. This is the tool for leadership that is the base of the Leadership Continuum and is the current model endorsed by the Navy (Burlage, 1996). This theory created a practical model that describes the components of good leadership. The dynamic approach of this theory allows leadership to be flexible to meet the needs of the employees when accomplishing any task. At the base of this theory, Hersey believed that leaders must have:

- The ability to understand people's behavior and find out how and why they behave the way they do.
- The capability of predicting people's behavior on the job.
- The desire and willingness of accepting responsibilities in order to direct the behavior of others toward accomplishing the tasks and reaching the targeted results. (Hersey, 1984)

The theory implies that there is no single leadership style, that leadership is a skill and that the effectiveness of that skill increases with practice (Hersey, 1984). The most appropriate style depends upon the situation based on factors of task behavior, relationship behavior, and follower readiness. See Figure 1.

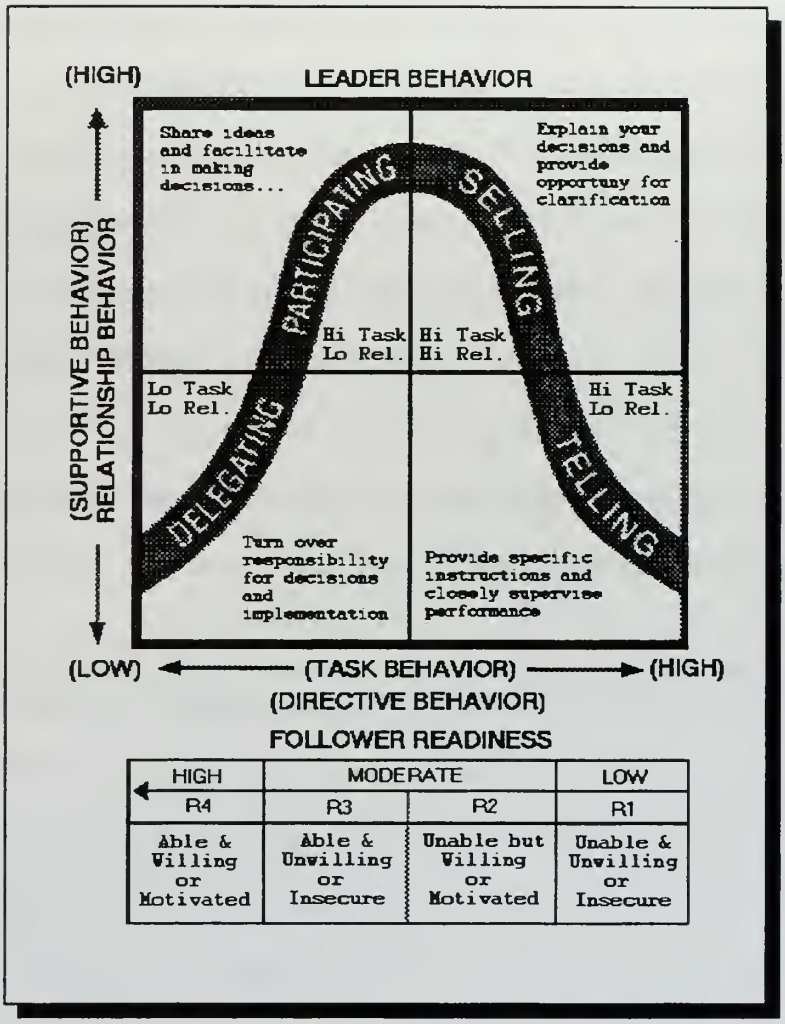

Figure 1. Situational Leadership Model

*Source: The Situational Leader, Warner Books, 1984.

Task behavior is, "the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group." This behavior is simply described as high or low. Relationship behavior is, "the extent to which the leader engages in two-way or multi-way communication if there is more than one person." This behavior is also

described as high or low. The high-low combination from these two behaviors creates four leadership styles; High Task/Low Relationship is a directive approach to leadership, High Task/High Relationships are a selling approach, Low Task/Low Relationship leadership delegates, and Low Task/High Relationship requires participation from leadership. (Hersey, 1984)

Hersey recognized that the needs of the employees must also be considered. He classified their readiness into four categories. In the first category, employees are "unable and unwilling or insecure" when accomplishing tasks. These employees would require a telling style of leadership. The next category of readiness is employees who are technically unable but willing or confident to accomplish the task. These employees would require a selling or clarifying decisions style of leadership. The third readiness category is employees who are able but unwilling or insecure when accomplishing tasks. These employees require leadership to participate and to encourage them. In the final category of readiness, employees are able and willing to complete the task. These employees need leadership to delegate and to just observe them.

4. Principle Centered

While the Situational approach is the base for the

Leadership Continuum, Stephan Covey's (1990) Principle Centered approach acts as the glue of the Intermediate Officer Leadership Course. Covey felt that the tool for good leadership was for leaders to change their perceptions and improve themselves. He developed this principle centered approach based upon seven habits of self-improvement. This self-improvement would allow leaders to develop subordinates and improve the organization. (Covey, 1990) The seven habits are:

- Be Pro-active: Take initiative and responsibility to make things happen.
- Begin with an End in Mind: With every aspect of your life, start with a clear mind and develop a mental picture so you can then create the physical object.
- Put First Things First: Manage yourself. Organize and execute around priorities.
- Think Win / Win: See life as a cooperative, not a comprehensive arena where success is not achieved at the expense or exclusion of others.
- Seek First to Understand: Understand yourself so you can then be understood by others, and build the skills of empathetic listening that inspires openness and trust.
- Synergize: Apply the principles of cooperative creativity and value differences.
- Sharpen the Saw: Preserve and enhance your greatest asset, yourself, by renewing the physical, spiritual, mental and social/emotional dimensions of your nature. As Covey stated, do not be so concerned about cutting down the tree. Take a break, sharpen the saw and the job will go

more smoothly. (Covey, 1990)

5. Valuing Differences

Barbara Walker's (1991) Valuing Differences approach has been proven to be an effective leadership tool for many organizations (Purnell and Tervalon, 1991, Ingle , 1991, Savoie, 1991 and Sanders, 1991). It provides the opportunity for leaders to learn how to work with issues of personnel difference and improve organizational productivity. Valuing differences is based upon four principles, which help organizations capitalize on differences and allow employees reach their full potential, and is achieved through a five step process. These principles and process will be discussed in Chapter II.

B. PURPOSE OF STUDY

The purpose of this thesis is to identify and assess the diversity components of the Leadership Continuum Intermediate Course provided by the Naval Leader Training Unit (NLTU) Coronado. Several major questions will be addressed:

1. What are the overall goals of the Intermediate Officer Leadership Course?
2. How well is the Intermediate Officer Leadership Course (IOLC) meeting these goals?
3. What are the diversity goals of the Intermediate Officer Leadership Course?
4. How effectively are the diversity goals being met?

5. What action, if any, should be undertaken to improve the Intermediate Officer Leadership Course to meet its mission in the area of diversity leadership?

C. METHODOLOGY

This thesis presents the topic of diversity and the Valuing Differences model as important tools for naval officer leadership training. The origin of leadership training, The Leadership Continuum System, and the Intermediate Officer Leadership Course (IOLC) are described. The IOLC was attended by the thesis author in August of 1997 and an interpretation of that course is presented along with student guide material that discusses diversity components. A telephone survey was administered to the sixteen attendees of the August 1997 IOLC and the responses are examined. An assessment provides conclusions and recommendations to assist the continued improvement of naval officer leadership training.

Some of the conclusions and recommendations discussed in this thesis are based on small sample findings. A larger and more representative sample of IOLC attendees should be surveyed regarding their course experiences, appraisal of the material and pedagogy, subsequent application of the course material, and suggestions for improvement. Additionally, course facilitators are a key resource for suggestions for improvements in the IOLC curriculum. Focus groups and surveys

of facilitators should be conducted to leverage their expertise and experiences.

II. DIVERSITY

Through legal, moral, and social mechanisms, society has created a diverse workforce. The Department of the Navy (DON), like most organizations, requires new approaches when dealing with workforce diversity issues. Diversity has become a strategic business issue and formidable task for leaders who must integrate personnel differences into a powerful and productive workforce (Larkey, 1996). Wheeler (1994) found that most organizations create their own working definition of diversity that is limited to race and gender. There are tightly interwoven relationships between racism, sexism and diversity, but diversity is not just about hiring an African American or a woman and diversity cannot be gauged by the number of minorities or women in the organization. Diversity is a topic that extends beyond race, culture and gender. It incorporates many facets of differences such as; gender, race, age, culture, sexual orientation, tenure, rank, ethnicity, occupational specialization, and education. The DON requires a model that incorporates these many facets of diversity, explains the potential impact that diversity can have within its structure, and utilizes the strengths of diversity for the achievement of organizational goals.

This thesis approaches diversity from Cox's (1997) perspective: "a mix of people in one social system who have distinctly different, socially relevant group affiliations." The many levels of social system include: countries, cities, organizations, work teams, product markets, and so on. Group affiliations include: race, gender, nationality, age cohort, physiological abilities and disabilities, ethnicity, religion, and work and employment designations.

Figure 2 is a visual representation of the dimensions of diversity. This "Diversity Wheel" approach was developed by Loden and Rosener in 1991.

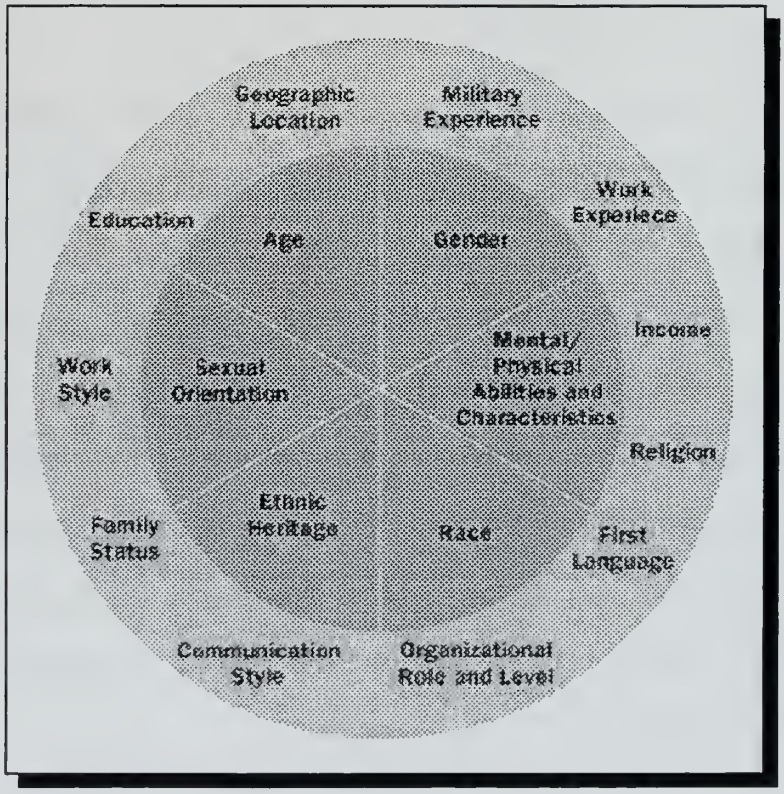

Figure 2 Loden & Rosener's Diversity Wheel
*Adapted from Berkshire & Associates

The inner circle contains the primary dimensions of all individuals:

- Age
- Gender
- Mental/Physical Abilities
- Race
- Ethnic Heritage
- Sexual Orientation

The outer circle is composed of secondary dimensions of an individual that contribute to that person's uniqueness:

- Military Experience
- Work Experience
- Income
- Religion
- First Language
- Organizational Role and Level
- Communication Style
- Family Status
- Work Style
- Education
- Geographic Location

A. DEFINITIONS

Phrases and words carry different meanings for different people and groups. For example, if someone told a group of military officers to "Secure the Building"; Navy officers may think to turn out the lights and lock up; Army officers might think of emptying the trash; Marine Corps officers may think to assault, capture, or defend the structure; and Air Force officers might think of taking out a lease with option to buy. (CNET, 1996)

This section presents common definitions of words and phrases found in diversity literature. They are presented for the purpose of providing perspective and for presentation of the diversity components within the Intermediate Officer Leadership Course.

Community of Practice (COP) - One of three relationships that describes how an individual learns to be a member of a group by acting in accordance with the groups values.

Nested - Participation in one community naturally leads to participation in the next as shown in Figure 3. There may be different roles an individual may play , but world views are congruent between the communities. By participating in one community, a person becomes prepared to participate in the next. Members in these communities tend to share common values, beliefs and experiences of

the world (Cullen, 1996).

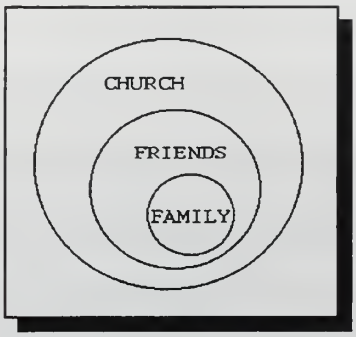

Figure 3 Nested COP

Overlapping - Participation in one community can help a person participate in another, as shown in Figure 4. Here there are some differences between communities. A person who wishes to participate within these communities must determine the similarities and act appropriately. The effect is that members in these communities tend to have some similar and some different values, beliefs and experiences of the world (Cullen, 1996).

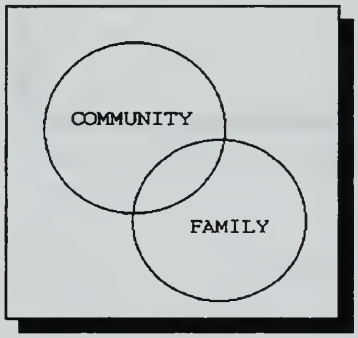

Figure 4 Overlapping COP

Tangential - Participation in one community has no connections with the other communities other than the act of simultaneous participation, as shown in Figure 5.

Members in these communities tend to have different values, beliefs and experiences in the world. Within a tangential COP, a person might be caught between two different or conflicting messages and must:

- Accept one community and withdraw from the other,
- Reject both communities, and find another place to learn to have a role,
- Try to maintain a role in both communities of practice, despite the friction and the confusion, created by the intersection point (Cullen, 1996).

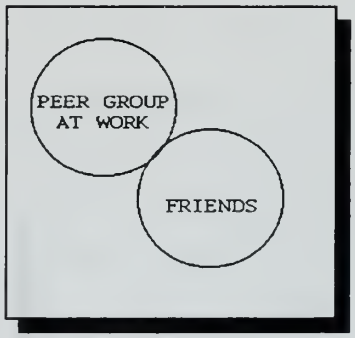

Figure 5 Tangential COP

Core Values - Values are the principles, standards, or qualities considered worthwhile by an individual, organization, or culture. (CNET, 1996) Core Values are those values that above all else are important, imperative and should be unanimously strived for within a community or

organization. The Navy's Core Values originated from the Constitution and U.S. Code. The Uniformed Code of Military Justice (1950) provided framework and the Code of Conduct (1955) set the stage for the creation of the original core values of Professionalism, Integrity, and Tradition. In 1991, as a result of the Tailhook Scandal, the original core values were reevaluated and changed to Honor, Courage, and Commitment. (CNET, 1996) The DON indicated that these three values, with all other important values aligned underneath, are the basis of how naval personnel are to act. These core values and their supporting values are shown in Table 2-1.

Table 2-1. Illustration of the Navy Core Values.

HONOR	COURAGE	COMMITMENT

Ethical
Honest
Truthful
Make Recommendations
Encourage Ideas
Integrity
Responsibility:
  Legal
  Ethical
Behavior:
  Personal
  Professional
  Accountable
	Professional/Mission:
	  Demanding
	  Hazardous
	  Difficult
	  Sound decisions (in spite of personal consequences)
	  Meet challenges
	Higher Standards
	  Personal standards
	  Decency
	  Loyal to USA
	Manage Resources
	  Honestly
	  Carefully
	  Efficiently
	Strength:
	  Moral
	  Mental
	Do right in face of:
	  personal or professional adversity
		Respect chain of command
		Care for personnel safety and well-being:
		  Personal
		  Professional
		  Spiritual
		Respect for all:
		  Races
		  Religion
		  Gender
		Human Dignity
		Positive Change
		Moral Character
		Technical Excellence
		Quality
		Competence
		Work as a team
		Improve:
		  Quality at Work
		  Our People
		  Ourselves

*Source: Chief of Naval Education and Training, Student Guide for Intermediate Officer Leadership Course, June 1996, p. 1-4-15.

According to the Navy, being honorable means personnel must be honest, truthful and above all ethical. Personnel must be able to encourage others to suggest ideas, and their behavior must be professional. To be courageous, naval personnel must have higher standards of decency than the general public, manage resources efficiently and do right in the face of personal or professional adversity. To show commitment to the Navy, personnel must care for the safety and well-being of all personnel. More importantly, commitment of personnel must include valuing others by having respect for all races, all religions, and gender. All of these values are taught in diversity management theory and are at the core of today's leadership (Cox, 1994).

Culture or Cultural Group - An affiliation of people within one social system who collectively share certain norms, values, or traditions that are different from those of other groups. The presence of "cultural diversity" means that within one social system, there are many people with distinctly different group affiliations of cultural significance. (Cox, 1994) An example is work groups in the Navy. Onboard a ship, a work group is classified by job requirements such as Operations, Weapons, and Engineering. Each work group contains numerous personnel from different locations and of different backgrounds. Additionally, each

workgroup may develop its own culture.

Diversity - Webster's Dictionary states that diversity is "the state or fact of being diverse; difference; unlikeness, variety." Wheeler (1994) found that most organizations create their own working definitions of diversity that are limited to race and gender. Broader definitions will only include differences acknowledged by the Federal Equal Employment Opportunity laws such as physical ability and sexual preference. The Navy supports Wheeler's findings by way of their "12-12-5 initiative." The ambition of this initiative is to diversify the race/ethnic composition of the officer corps. Within 20-25 years, the Navy hopes the officer corps will be represented with populations of 10-12 percent African-American, 10-12 percent Hispanic, and 4-5 percent Asian-American/Pacific Islander/American Indian/Alaskan.

Managing Diversity - A management perspective that focuses on creating a climate in which the potential advantages of diversity for organizational or group performance are maximized while its potential disadvantages are minimized (Cox, 1997). Managing diversity is not a prepackaged set of solutions and it is especially not about addressing discrimination. It is about allowing personnel to fulfill their potential in the pursuit of organization objectives (Thomas, 1991). This is an extremely important

concept for the DON to understand in view of personnel decreases. The Navy needs to maximize effective use of personnel resources by managing diversity. This approach must be accomplished by all naval personnel and not limited to the actions of supervisors.

Diversity Competency - Having the ability to manage diversity. The ability comes not from having mastered a list of skills, but is more a "process of learning that leads to an ability to respond effectively to the challenges and opportunities posed by the presence of social-cultural diversity in a defined social system" (Cox, 1997). It requires leaders to demonstrate and support the rewards for cosmopolitanism and to take the necessary action to help employees have confidence in each other (DiTomaso, 1996).

Equal Opportunity (EO) - A system to promote employment fairness and improve economic opportunities for all members of the Navy. Within any organization, EO mandates non-discriminatory practices in hiring, promotion, and all other aspects of employment (Cox, 1994).

Stereotypes - Inflexible notions about a group. They can be positive or negative but they are always based upon faulty and rigid generalizations. Most of all, stereotypes block the ability to see others as individuals (Smith & Johnson, 1991). Within this area are also the processes of prejudging and

generalizing. The key difference is inflexibility. Many prejudices and generalizations are caused by misconceptions and errors in judgement. Stereotyping occurs when people cannot reverse or erase their prejudgments (Walker, 1991).

B. VALUING DIFFERENCES

1. Definition

Valuing Differences - A process that seeks to improve personal growth and development and increase the DON's productivity by capitalizing on differences without changing the organizational culture (Smith and Johnson, 1991). As the DON struggles with budget cuts and force-size reductions, it cannot afford to use human resources inefficiently. As Cox (1997) noted, organizations that recognize the presence of personnel differences can have a competitive advantage against culturally homogeneous organizations.

Valuing differences embraces the many facets of differences such as; gender, race, age, sexual orientation, culture, tenure, rank, ethnicity, occupational specialization, and education. It is more than just obeying the laws of Equal Opportunity and Affirmative Action. It allows leaders to utilize the strengths of all workforce personnel. As personnel learn to deal with each others differences, they begin to work well together, which increases the organization's productivity. Valuing differences requires an understanding

that people are unique and different without being inferior. It also requires a commitment to value people by paying attention to their differences, much like the commitment to have respect for all races, religion, and gender stated in the Navy Core Values. (Smith and Johnson, 1991)

The valuing differences model outlines and explains the work of helping people and their organizations learn how to capitalize on differences and reach their fullest potential. Valuing differences is not organization development but, rather, a personal development approach similar in belief to that of Covey's seven habits (DeBardelaben, 1991). Also, the valuing differences approach expands Hersey's belief that leaders must have the ability to find out why people behave the way that they do by requiring leaders to listen and probe for the differences in people's assumptions.

2. Model

Valuing differences is a five step process based on four key principles (Walker, 1991). The four key principles are:

- People work best when they feel valued.
- People feel most valued when they believe that their individual and group differences have been taken into account.
- The ability to learn from people regarded as different is the key to becoming fully empowered.
- When people feel valued and empowered, they are able to build relationships in which they work together interdependently and synergistically.

The five step process is:

- Stripping away stereotypes. Stereotypes are the core of prejudice and make the assumption of people being individuals impossible. By eliminating stereotypes, people become liberated and no longer have the need to fit others into defined roles and categories.

- Learning to listen and probe for the differences in people's assumptions. This gives people the opportunity to understand other members who have been socialized differently and have equally valid assumptions.

- Building authentic and significant relationships with people one regards as different. When people search for others they can trust and depend upon, they become comfortable and attracted to those with their sameness. Anything less leads to discomfort and conflict. People must be encouraged to break this habit for future gains.

- Enhancing personal empowerment. This is an important step to the process. As people become more comfortable working and learning from others, they become empowered and are more open to learning from the different perspective of others.

- Exploring and identifying group differences. This is a critical step when dealing with differences that needs caution. Exploring and identifying differences helps develop strategies for learning how to work with others. But, it can lead to conflict if difference is ignored for fear of stereotyping. Ignoring can been seen or believed to be devaluing.

3. Application

In 1972, Digital Equipment Corporation was a 20 year-old Fortune 100 computer manufacturer. The senior management was committed to creating a positive climate for a diverse

workforce (Purnell and Tervalon, 1991). Early on, they believed that the valuing differences approach was a natural progression from the company's core values. Digital's culture was set in the values of "respect for the individual" and "doing the right thing" (Walker, 1991). Digital recognized the leaders reluctance to discuss issues of race and gender. Leaders felt it was not polite conversation and taboo to talk about these issues in open discussions. These feelings made it difficult to ask questions and learn, so leaders were encouraged to meet in small groups where they could feel safe and learn to slow down their emotions. As the small groups began to talk openly and frankly they began to explore the issues of diversity. In time, various social class, racial, and gender groups participated in the discussions. These discussions became Core Groups and helped raise awareness and erase stereotypes. This allowed the groups to develop the understanding that everyone, not just women and minorities, was victimized and disempowered by racism and sexism. The understanding led to the belief that an environment where all individuals and differences mattered, all people needed to be valued as people of difference. As the groups filtered through their conflicts, they discovered that the conflicts were created by learned standards which were the result of individual differences. (Walker, 1991) This continued to occur

as the groups tried to not stereotype others and they ended up making false assumptions about group similarities. They tried to ignore the differences but came to understand that ignoring differences created a feeling of being devalued. By the end of the process Digital had made major accomplishments. All of this vision, commitment and work had a positive impact on the business by increasing productivity, improving the quality of life for employees, and decreasing turnover and absenteeism . The local community benefitted by the creation of solid employment for many years to come. (Purnell and Tervalon, 1991).

Digital Equipment Corporation is not alone in using this approach. The valuing differences approach has had a dynamic impact upon the University of Massachusetts-Amherst and other organizations such as Ford Motor Company and 3M (Smith and Johnson, 1991) The reasons for organizational success when implementing the valuing differences approach is that valuing differences consists of more than a single program and it contains several components, such as respecting others, empowering, and personal development, which are complimentary to organizational commitments of Equal Opportunity and Leadership.(Ingle, 1991)

C. THE GOAL OF DIVERSITY

Traditionally, the goal of diversity management was

assimilation for the purpose of increased organization performance as minority groups competed within a White-Male dominant workforce (Cox, 1994). This occurred under the false assumption that minorities would and should think and work like White Males. It was assumed that assimilation was good business because it ensured a common goal and unified the organization for increasing profit (Thomas, 1992). In actuality, this inappropriate use of assimilation forced the issues of traditions and personal preferences of White Males upon the minority groups and was not necessary for the organization's survival (Cox and Beale, 1997). Assimilation inappropriately coerced non-White Male personnel to become devalued by having to behave and become someone else.

Currently, public organizations have reduced diversity to the "bottom line" and have it measured in dollars spent on lawsuits, high turnover, low morale and productivity, loss of talent to competitors, and negative publicity. The goal of diversity management is to increase profit through organizational productivity (Mueller, 1996). Valuing differences increases an organization's productivity by protecting personnel from being assimilated into the organization. Assimilation means that the individual will be devalued for thinking and acting differently than the roles of the White-male culture. People celebrate the features that

make them different, they learn to understand their differences and they work well with others by adding those differences to the organization. These actions increase the employee's productivity which in turn increases the organization's productivity (Sabur, 1991).

D. THE CONNECTION BETWEEN DIVERSITY MATERIAL AND LEADERSHIP

The impact of diversity on any organization is complex. The amount of diversity in both the formal and the informal structures of an organization will impact factors such as creativity, problem solving, and intra organizational communication (Cox, 1994). Unfortunately , much of the discussion about diversity in business has been mostly about "developing an awareness" rather than about "developing leadership skills" by valuing differences (DiTomaso, 163). Managing diversity is good leadership. Beyond the ethical, social conscience, and legal issues for having a diverse workforce, the core concept is that such a workforce has the ability to improve organizational performance. This is a strategic issue being closely watched by business executives (Makower, 1994). For the DON, workforce improvements for organizational performance will affect command goals of unit cohesion, organizational effectiveness, and mission accomplishment. As the DON continues to adapt to the climate of force reductions and budget cuts, it must find methods to

achieve the full potential and productivity of all personnel.

R. Roosevelt Thomas (1990) indicated that leadership was managing in such a way as to get from a heterogenous work force the same productivity, commitment, quality and profit that was obtained from the homogeneous work force. By contrast, it is apparent that when properly managed, diverse groups and organizations have performance advantages over the traditional homogeneous organizations (Cox, 1994). Not only are U.S. companies becoming multi cultural, the advent of new technology has enabled organizations to become multinational as well. Corporations now have offices in foreign countries and have employees of various nationalities working in the same offices. With leaders properly managing such a diverse workforce, organizations more accurately reflect their customer base and are able to truly understand and meet their internal and external customer's needs (Caffasso, 1996).

The DON contains the mix and various combinations of human differences that are essential to its growth and synergy (Smith and Johnson, 1991). For example, Navy leadership contains a mixture of fixed-wing aircraft pilots, rotary pilots, ship drivers, submarine drivers, administration executives, medical specialists and lawyers each with its own culture. It also contains the mixture of rank, ship and ship type, aircraft squadron and aircraft type, geographic

location each creating its own culture. The Navy is a global organization whose traditional, heterosexual, white-male dominated culture can only benefit from a diverse workforce (Cox, 1994). By valuing differences, officers will have the ability to achieve more from a diverse workforce than the traditional white-male workforce and these achievements will be improved quality and commitment of personnel and increased productivity in the form of mission accomplishment.

III. INTERMEDIATE OFFICER LEADERSHIP COURSE

A. BACKGROUND

The Department of the Navy (DON), has continued to change its approach to teaching officers the skills of good leadership. Before the advent of formal training, instruction of personnel came in the form of on-the-job training. Since World War II, the Navy has had a series of leadership programs to train its officers. The newest of these programs, the Navy Leadership Continuum, grew from the leadership approaches of the 1950s, 1960s and 1970s and the leadership challenges of the 1980s and 1990s.

In the late 1950s, a large population of brig personnel appeared to be a symptom of leadership deficiencies which prompted the issue of General Order 21. This order declared that leaders needed to accomplish the Navy's mission through the handling of people[1]. It also ordered all commanding officers to include leadership training as part of a command's training program. In 1963, perhaps due to the lack of specific guidance, little change had occurred to correct the deficiencies and General Order 21 was re-issued. (Parker,

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[1]Leadership is the art of accomplishing the Navy's mission through people. It is the sum of those qualities of intellect, of human understanding and of moral character that enable a man to inspire and to manage a group of people successfully. Effective leadership, therefore, is based on personal example, good management practices, and moral responsibility. (Chief of Naval Personnel, 1963)

1981) In 1966, leadership training became a formal part of each command's General Military Training. With standard lesson plans, all naval personnel would receive ten hours annually in leadership style, chain of command, authority, responsibility, and accountability.

By 1970, high attrition, low retention, reduced morale, racism, and lack of discipline hampered personnel readiness and command efficiency throughout the Navy. In 1974, the Navy began a formal ten day course of instruction, Leadership and Management Training (LMT), to address these issues. LMT focused on personnel in the lower four officer pay grades and the upper four enlisted pay grades. It was taught at fifteen locations, but a high demand for this training immediately lead to the creation of unauthorized versions and training locations for the course. (Kelmp et al., 1977) Recognizing this, the Chief of Naval Operations, Admiral Holloway, ordered a review of all leadership training. The review board spent three months analyzing the situation and recommended the development of a system to conduct leadership training. (Auel, 1975)

In 1976, a Boston-based consulting firm, McBer and Company, devised a training model that led to the creation of a program called Leadership and Management Education and Training (LMET). LMET's premise was that sixteen competencies

could be learned through a five step process, as shown in Table 3-1.

Table 3-1. Steps and Competencies of LMET

THE 5 STEPS OF LMET	THE 16 COMPETENCIES OF LMET
Recognition	Sets Goals and Performance Standards
	Takes Initiative
	Plans and Organizes
Understanding	Optimizes Use of Resources
	Delegates
	Monitors Results
Self Assessment in Relation to the Competency	Rewards
	Disciplines
Skill Acquisition	Self-Control
	Influences
	Team Builds
	Develops Subordinates
Job Application	Positive Expectations
	Realistic Expectations
	Understands Conceptualizes

*Source: Magnus, Gary S., "LMET The Change!!!!" Navy Human Resource Management Journal, Fall '79/Winter '80.

The increased use of the competencies would lead to better leadership and management by naval personnel. Initially, LMET was taught in two locations and directed toward five levels of personnel: 1) Commanding and Executive Officers, 2) Department Heads, 3) Division Officers, 4) Leading Chief Petty Officers, and 5) Leading Petty Officers. (Ecker, 1987)

By 1986, LMET became the approved instruction format for naval officers to learn leadership skills throughout their careers. It was taught in 21 locations and included 19 varieties of the curriculum specifically tailored toward a specific warfare or staff community (Ecker, 1987). The

duration of individual LMET courses varied from two days to two weeks depending upon the level of personnel attending the course. Because of this variety, planners began a major overhaul of the LMET program in 1989. Planners wanted to ensure that Navy personnel were properly coached in proven leadership techniques for supervising subordinates. They developed the Navy Leader Development Program (NLDP).

NLDP was a combination of the LMET course and the introduction of a new concept. The new concept was a one week course, NAVLEAD, which was designed to enhance the effectiveness of training and ensure that officers were able to apply the proven leadership techniques. Early on, NAVLEAD was supplemental to LMET training, but by 1991 NAVLEAD became the formal method for leadership training and was a requirement for promotion. The curriculum still focused on the sixteen competencies, but the official title became NAVLEAD. Along with the new course, responsibility for leadership training programs changed from the Bureau of Naval Personnel to the Chief of Naval Education and Training (CNET).

While organized and in operation, the NAVLEAD course had problems. It was criticized for its failure to focus on real world issues pertinent to sailors and was found to be too dependant on material that was developed for civilian use. (Burlage, 1996) The 1993 Zero Based Training and Education

Review (ZBT&ER) undertaken by the Director of Naval Training discovered that the standard 40-hour training material was not delivered with any consistency and that only 38 percent of Navy officers received NAVLEAD training. The ZBT&ER summarized the problems as:

> "Officer leadership training is not centrally controlled or standardized. Different communities have varied definitions of, priorities for, and methods of providing officers with leadership training." (U.S. Navy, 1993)

B. LEADERSHIP CONTINUUM

In 1995, CNET developed the Leadership Continuum system as the method to provide a career-long continuum of sequential and interrelated courses on Navy leader development from recruitment to retirement. It is situationally oriented and addresses topics which are intended to aid every leader at his/her level of command immediately upon completion. CNET stated that the Leadership Continuum was developed in direct response to needs identified by the ZBT&ER (CNET, 1996). The ZBT&ER made recommendations in seven specific areas:

1. Philosophy and Concepts
2. Organization and Infrastructure
3. Requirements
4. Curriculum
5. Career Progression / Leadership
6. Learning Environment / Technology

7. Management of Training Resources

Some of the ZBT&ER recommendations that led to the creation of curricula philosophy, format, and instruction include:

Philosophy and Concepts

- Establish an umbrella training and education directive.
- Ensure customer needs are being met through the use of the Navy Training Feedback System.

Organization and Infrastructure

- Create a flag-level review to determine the most efficient structure for training.
- Consolidate functions of Navy training under one organization.
- Better integrate reserve forces in training.

Requirements

- Type Commanders (TYCOMs) validating and prioritizing training requirements.
- Establish consistent instructor manning standards.

Curriculum

- Create training continuity for the benefit of recruits.
- Standardized curricula for the training of officers in professional core competencies.

Career Progression/Leadership

- Revise enlisted and officer leadership training so that is will be standardized, integrated, sequential and mandatory.

Figure 6 is a nested object-diagram of the Navy's Leadership Continuum system. It displays the hierarchy of the Leadership Continuum. The Navy is the outer and most senior object of the system. The term Navy in this diagram is inclusive of all naval commands and personnel and refers to the most senior leaders who set the standards and goals. These

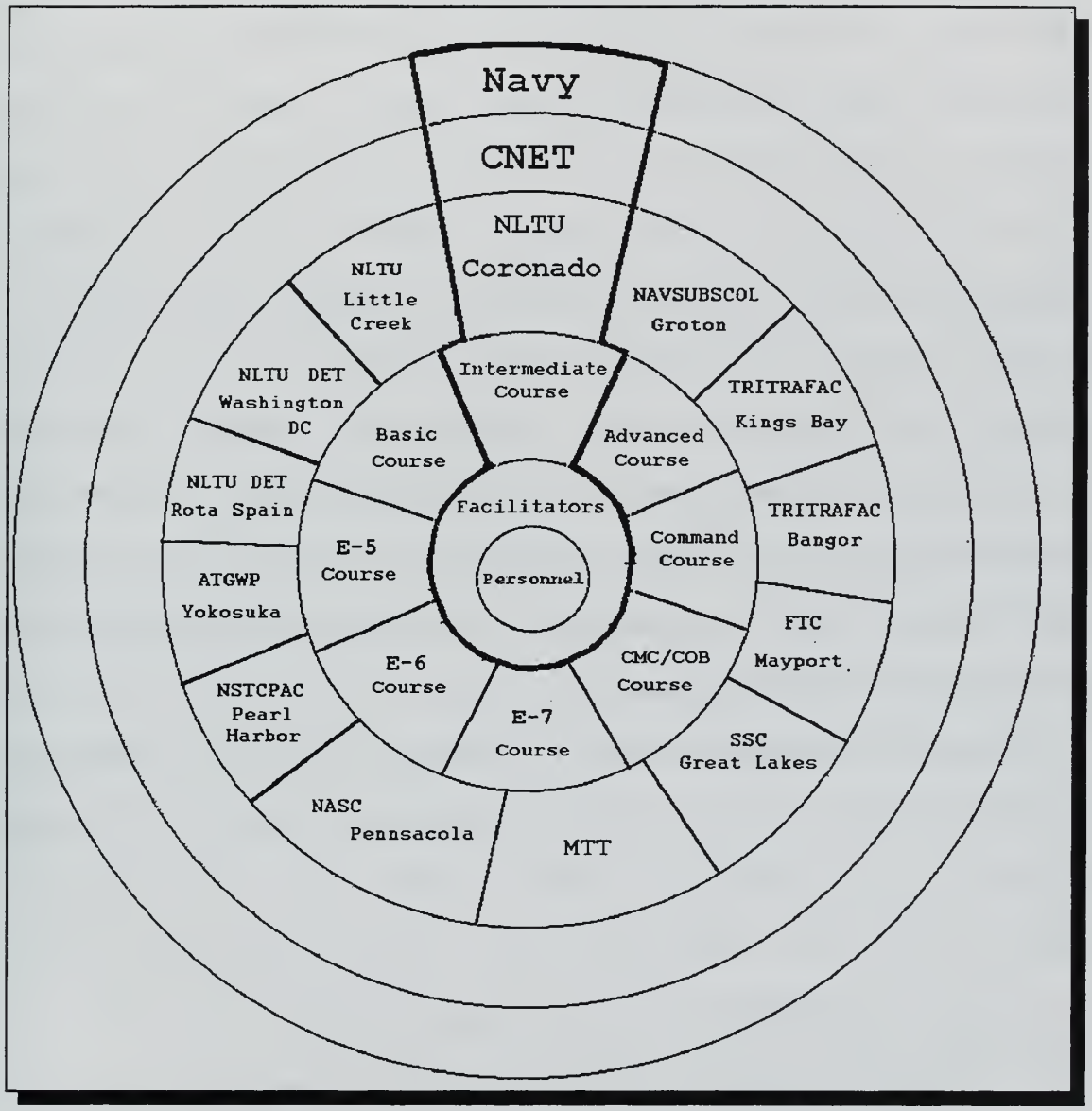

Figure 6. The Leadership Continuum System Diagram

leaders provide instructions to CNET as to what it needs to accomplish within the training commands. CNET is responsible for the training which is offered at various locations. Each location teaches one or more of the eight courses. These courses are lead by a team of facilitators to a specific level of naval personnel.

While the Navy is a subsystem of the US Government and Department of Defense, the main effects of the Leadership Continuum remain internal to the Navy. Analysis of the effects of the Leadership Continuum beyond the Navy are outside the scope of this thesis. This diagram provides a view of the whole system while highlighting the specific training process for discussion, determined by the bold border. The diagram shows the possible combinations of location and course that can occur within the system. By imagining that the circles have the ability to rotate around a central axis of the personnel, different combinations for analysis of the system appear.

The Navy is the corporation, ultimate decision authority and policy maker. The next inward object is the Chief of Naval Education and Training (CNET). CNET has the overall responsibility for leadership and training programs since 1991, and is responsible for course improvements. The need for improvement was demonstrated by widespread dissatisfaction

with naval leadership.[2]

The next object illustrates all of the locations where the Leadership Continuum is offered. These locations are Naval Leader Training Units (NLTU) in Little Creek, VA, and Coronado, CA, along with eleven other sites: Mayport, FL; Bangor, WA; Pearl harbor, HI; Great Lakes, IL; Yokosuka, Japan; King's Bay, GA; Pensacola, FL; Groton, CT; Newport RI; Rota, Spain; and Washington, D.C. Mobile Training Teams (MTT) consist of facilitators who can transport and teach the curricula to personnel who are unable to attend one of the established twelve sites.

The next object represents all eight of the Leadership Courses. These courses, as shown in Figures 7 and 8, occur at specific career milestones. Four themes comprise the foundation of the courses: values; responsibility, authority and accountability of leadership; unity of command, Navy and services; and continuous improvement. The courses are designed to build on leadership concepts from the previous milestone and to provide new skills required specifically for that level of leadership.

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[2] Navy-Wide Personnel Surveys ('90-'95) and Navy Core Values Surveys ('93-'95) showed that a significant amount of respondents were not satisfied with command leadership, did not feel comfortable discussing problems with leaders, and felt that leaders did not demonstrate honesty and integrity.

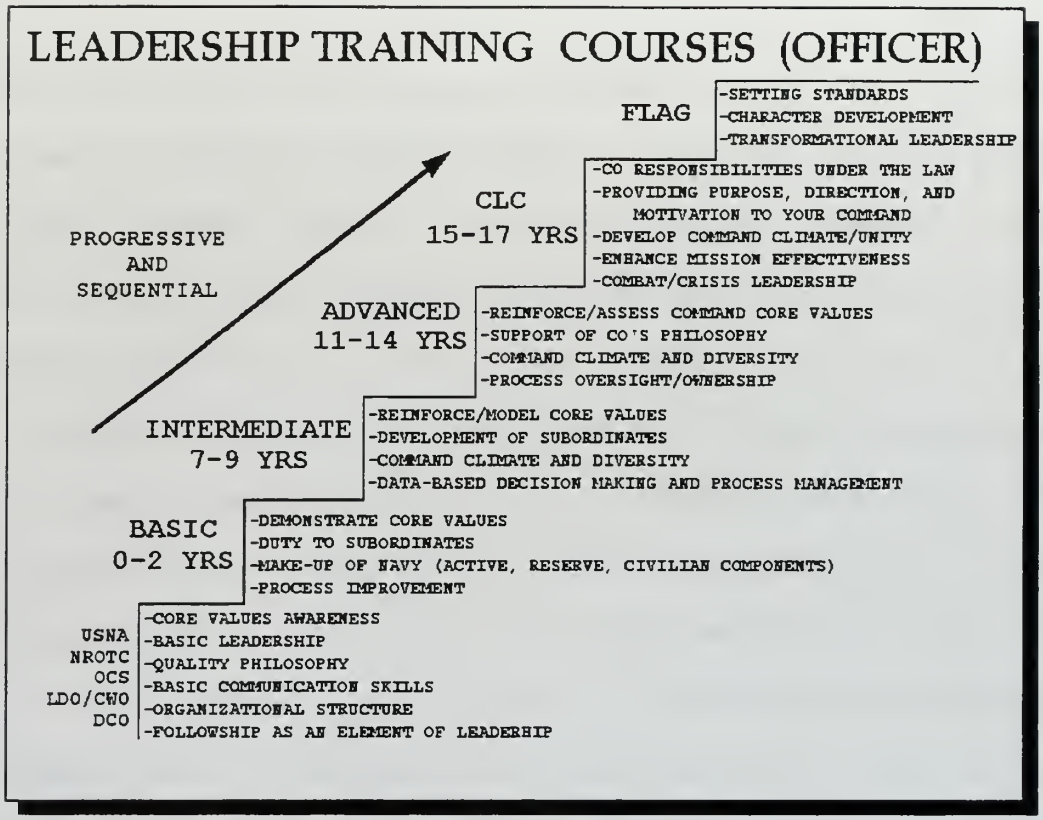

Figure 7. Officer Training Sequence

While all of the enlisted courses are available at all locations, the locations for officer's courses are limited.[3] This is due to the fact that job progression within all the warfare communities is fairly structured and training generally occurs with a new assignment. When officers transfer to a new assignment they begin a training sequence specific to their warfare community. These warfare training sites or "pipeline" schools are located in San Diego CA, Groton CT, and Newport RI.

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[3] CNET's Leadership Continuum briefing displayed the Command Officer Course and Advanced Officer Course (XO) offered only at Newport, RI. The Basic, Intermediate, and Advanced Officer Courses (Non XO) are offered at NLTU Coronado, CA and NLTU Little Creek, VA.

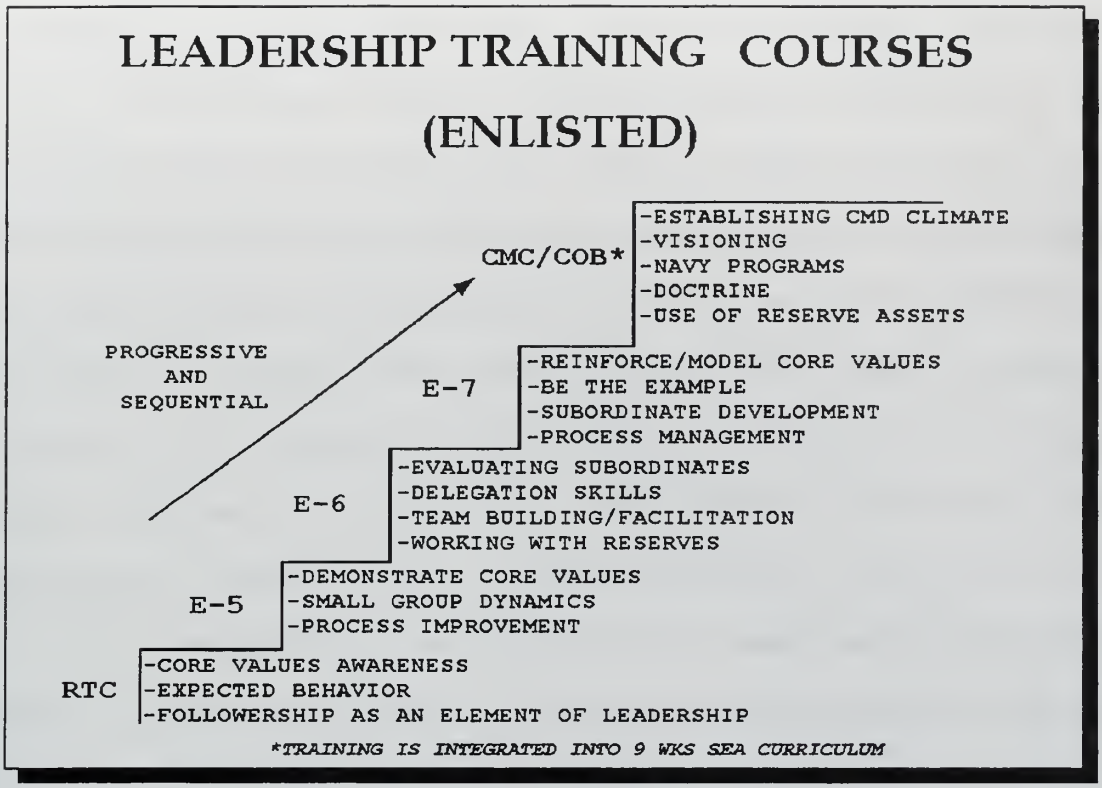

Figure 8. Enlisted Training Sequence

All of the courses are two weeks in length except for the Command Master Chief/Chief of the Boat Course (CMC/COB) which is integrated into the nine-week Senior Enlisted Academy (SEA) curriculum. Each course is aimed at a leadership milestone in an individual's career. They are designed for personnel in all levels from Second Class Petty Officer to Captain. Attendance at the appropriate level of leadership course is mandatory for all naval personnel at their specific career milestone. Enlisted personnel will attend the courses upon advancement to pay grades E-5, E-6, and E-7. Officers will attend courses en route or in conjunction with their warfare training pipelines.

Successful completion of the leadership course is mandatory for advancement or promotion to the next pay grade.

The next circle shows the curriculum facilitators. Facilitators are assigned to the instructor position just as they are assigned to any other job in their career. There are no special requirements or training needed prior to accepting a position. The Navy sends the facilitator to Navy's Instructor School before he or she leads a classroom topic. Here facilitators spend seven weeks learning basic lecture and presentation techniques. Upon completion of instructor school, the facilitator will attend the Leadership Continuum course that he or she will facilitate.

The core object of the diagram is the personnel who attend the Leadership Continuum. Chief of Naval Operations, ADM J. Johnson, stated that the system revolves around personnel because exceptional leaders are the cornerstone of the Navy and the Leadership Continuum is the vehicle to develop good leadership qualities (CHINFO, 1997). The bold line identifies the overall scope of the thesis. The focus is to assess the diversity components of the IOLC in the context of naval leadership.

C. MISSION / GOALS

The mission of the Navy Leadership Continuum is to offer a career-long continuum of Navy leader development from

recruitment to retirement. The Intermediate Officer Leadership Course (IOLC) is designed, "To provide advanced education and training in the concepts, philosophies, elements, tools, and practices of effective leadership and management required to function as an intermediate-level officer." The IOLC was designed to support the Navy's mission to "be organized, trained, and equipped primarily for prompt and sustained combat incident to operations at sea" by providing the necessary leadership skills. (CNET, 1996)

The IOLC's goal is to have attendees accomplish the terminal objectives presented in the student guide, by the end of instruction(CNET, 1996). The terminal objectives are:

- Describe how a Department Head relates mission execution and deployment of U.S. policy to command operations.
- Describe how a Department Head can apply leadership and management principles to enhance the effectiveness of the department and the command.
- Explain a Department Head's responsibility, authority, and accountability to maintain mission effectiveness.
- Describe the responsibility of a Department Head to align personal, departmental, and command ethics and values to the Navy's Core Values.
- Describe how a Department Head must manage change to enhance mission effectiveness.
- Describe how a Department Head can use the systems approach to leadership and management to improve mission effectiveness.

- Describe how a Department Head can use communications to enhance departmental and command effectiveness.
- Describe the responsibility of a Department Head to assist subordinates with their personal and professional development.
- Describe how a Department Head can use management principles and tools to improve command effectiveness.
- Describe how a Department Head can apply quality principles to improve command effectiveness.
- Describe a Department Head's responsibility to support the development of a command environment that enhances mission effectiveness.
- Describe a Department Head's responsibility to improve Quality of Life within the command.
- Describe customs, traditions, honors, and ceremonies as they relate to the Navy's Core Values.
- Apply leadership skills to support mission execution.

D. CURRICULA

Before the introduction of course material, the IOLC student guide lists classroom ground rules which are to be the foundation for each lesson and the course as a whole. These ground rules are:

- Full Participation
- Speak openly, one person at a time
- Give and take honest, constructive feedback
- Respect ideas and opinions

- Share confidential, anonymous experiences
- Complete assigned homework
- Avoid side discussions
- Start on time
- Stay on track
- Attack issues, not people

The IOLC presents the course materials based upon Adult Learning Principles. These principles are designed to enhance adult learning by being:

- Focused in the immediate time-frame rather than possible future time.
- Focused on issues that concern individuals, rather than some nonessential subject matter.
- Designed to enhance every individual's self image by placing value on what they have to contribute.
- Designed to be developmental by providing individuals with the ability to develop their skills as they progress through each unit. (CNET, 1996)

The four themes of the Leadership Continuum are translated into seven units of leadership training.[4] These units are foundations of leadership, communications, subordinate development, managing systems and processes, command environment, decision making, and combat/crisis leadership. The facilitation of these units is scheduled over

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[4] As stated earlier in the chapter, the four themes are: Values; Responsibility; Authority and Accountability of Leadership; Unity of Command, Navy and Services; and Continuous Improvement.

a ten day period. Table 3-2 outlines the course schedule for the IOLC.

Table 3-2 IOLC Lesson Schedule

UNIT 1 - FOUNDATIONS OF NAVAL LEADERSHIP (17.5 hours)		
LESSON	TOPIC	HOURS (hours)
Introduction	Course Introduction	2.0
1-1	Deployment of U.S. Policy	1.0
1-2	Foundations of Leadership	2.0
1-3	Responsibility, Authority, Accountability	2.0
1-4	Ethics and Core Values	3.0
1-5	Change	2.5
1-6	Leadership Models	3.0
1-7	Systems Theory	2.0
UNIT 2 - COMMUNICATIONS (10.5 hours)		
LESSON	TOPIC	TIME REQUIRED (hours)
2-1	Communication Concepts	1.0
2-2	Written Communication	3.0
2-3	Oral Communication	3.0
2-4	Situational Communication	1.0
2-5	Interpersonal Relationships	2.0
UNIT 3 - SUBORDINATE DEVELOPMENT (12 hours)		
LESSON	TOPIC	TIME REQUIRED (hours)
3-1	Motivation	3.0
3-2	Delegation	2.0
3-3	Evaluation and Counseling	3.0
3-4	Recognition	1.0
3-5	Personal and Professional Development	2.0
3-6	Mentoring	1.0

Table 3-2 Continued

UNIT 4 - MANAGING SYSTEMS AND PROCESSES (22.5 hours)		
LESSON	TOPIC	TIME REQUIRED (hours)
4-1	Planning	1.0
4-2	Resource Management	1.0
4-3	Quality	4.0
4-4	Process Management	3.0
4-5	Process Improvement	7.0
4-6	Management of Teams	3.0
UNIT 5 - COMMAND ENVIRONMENT (6 hours)		
LESSON	TOPIC	TIME REQUIRED (hours)
5-1	Developing Command Unity	2.0
5-2	Quality of Life	2.0
5-3	Customs, Traditions, Honors and Ceremonies	1.0
5-4	Command Climate	1.0
UNIT 6 - DECISION MAKING (6 hours)		
LESSON	TOPIC	TIME REQUIRED (hours)
6-1	Decision Making	3.0
6-2	Stress Management	1.0
6-3	Risk Management	2.0
UNIT 7 - COMBAT/CRISIS LEADERSHIP (3 hours)		
LESSON	TOPIC	TIME REQUIRED (hours)
7-1	Combat/Crisis Leadership Capstone Case Study	3.0

IOLC uses a variety of methods to convey the material to the participants. The majority of material is presented in written format. The Navy has a standard format for written material that is used in naval training courses. That format

is the Student Guide and Instructor Guide. The Student Guide is a very structured outline of every lesson. It includes each topic's enabling objectives, references, and supplemental readings. The Student Guide also includes detailed discussions and numerous exercises. The facilitators use the Instructor Guide which is a more detailed version of the Student Guide including reminders of the lesson objectives, reminders to emphasize key topics, and references to related topics that were covered by previous lessons.

In addition to the Student Guide, the course attendees are provided books for the duration of the course that relate to lesson topics:

- *Fundamentals of Naval Leadership*, Naval Institute Press
- *Naval Customs and Traditions*, VADM W.P. Mach, USN (Ret.) and LCDR R.W. Connell, USN
- *Memory Jogger Plus+*, Michael Brassard
- *Memory Jogger II*, Michael Brassard and Diane Ritter
- *Situational Leadership*, Paul Hersey
- *The One Minute Manager*, Kenneth Blanchard
- *The 7 Habits of Highly Effective People*, Stephen R. Covey

These are used as part of the topic preparation and supplemental reading list. Students are also provided a notebook of reference material containing official Naval

Instructions and articles concerning leadership and management topics.

The outlines contained in the Student Guide are projected on a screen using presentation software. Video tapes and slide shows are also used to present specific topics. For example, when discussing the Foundations of Leadership and challenges leaders may encounter within dynamic organizations, IOLC uses a video titled, "7 Dynamics of Change" to emphasize key points listed in the student guide. Another video, "Group Think," is played to reinforce concepts within the Decision Making lesson.

E. PARTICIPANT LEARNING EVALUATION TECHNIQUES

Ongoing evaluation of the learning of the attendees is based on class participation and feedback to the facilitators from asking questions of individual attendees throughout any given lecture. Evaluation of an individual's understanding of the course material is presented in the form of a capstone case study. This case study is designed to tie together the course material through the realistic portrayal of a day in the life of a Department Head onboard a surface combatant. Figure 9 shows the evaluation form used by NLTU Coronado to gain feedback from the attendees and improve the course.

NAVAL LEADER TRAINING UNIT CORONADO

COURSE CRITIQUE

COURSE #	CLASS #	COURSE TITLE	START DATE
NAME	RANK/RATE/GRADE	DUTY STATION	PHONE #

I need your honest and constructive comments to improve the way we serve future students.

INSTRUCTIONS
1. Circle your answer for each question
2. Explain the reason for your answer in the space provided

1. What is your overall impression of this course?
Outstanding / Above average / Average / Below average / Poor

2. To what extent did the instructor team facilitate your understanding of the subject matter?
Very great extent / Great extent / Some extent / Little extent / No extent

3. How helpful were the instructional methods used, such as Lectures, Discussion, Role Plays, Case Studies, and Exercises, in presenting the course material?
Always helpful / Very helpful / Helpful / Somewhat helpful / Not helpful

Figure 9. IOLC Course Evaluation

4. How helpful were the instructional media used, such as Student Guides, Films, Handouts, Transparencies, and Electronic Training Technology, in presenting and supporting the course material?
Always helpful / Very helpful / Helpful / Somewhat helpful / Not helpful

5. What topic (s) did you find most beneficial? Why?

6 What topic (s) did you find least beneficial? Why?

7 What topic (s) would you like to see added to the course material? Why?

8. Were the classroom, school and base facilities satisfactory? Yes/No (If no, please explain)

9. How might we better serve future customers?

Figure 9 Continued. IOLC Course Evaluation

F. FISCAL YEAR 1997 ATTENDANCE

Table 3-3 displays gender and race/ethnic group membership of Department Head level officers based on data provided by CNET. This information represents all naval personnel who attended an Intermediate Officer Leadership Course during fiscal year 1997.

Table 3-3. IOLC Demographic Data

LOCATION	RACE	MALE	FEMALE
NLTU CORONADO	ASIAN	7	2
	BLACK	7	6
	HISPANIC	2	1
	WHITE	117	65
NLTU LITTLE CREEK	ASIAN	7	0
	BLACK	12	8
	HISPANIC	7	2
	WHITE	167	45
SUPPLY SCHOOL ATHENS	ASIAN	8	0
	BLACK	16	1
	HISPANIC	3	1
	OTHER	1	0
	WHITE	56	11
SURFACE WARFARE SCHOOL	ASIAN	8	1
	BLACK	16	1
	HISPANIC	16	1
	OTHER	1	0
	WHITE	176	4
SUBMARINE SCHOOL GROTON	ASIAN	2	0
	BLACK	1	0
	HISPANIC	3	0
	WHITE	86	0
TOTAL (N=854)		**705 (90.5%)**	**149 (9.5%)**

*Source: Chief of Naval Education and Training (CNET-N31)

IV. IOLC ATTENDED

The Leadership Course attended by the thesis author occurred in August 1997. It was presented by NLTU Coronado at their Coronado facility. The course was attended by sixteen other naval officers from various backgrounds. All of the officers had completed between seven and nine years of military service and held Department Head or equivalent level jobs. The course material was presented by a lead facilitator and two co-facilitators.

A. ATTENDEES

Information about the IOLC participants is shown in Table 4-1. The strong representation of reserve duty personnel was due to the month that the course was offered. Reservists are required to spend two weeks on active duty training during every fiscal year. Reserve duty personnel generally use the summer vacation periods of their civilian occupations to meet the active duty requirement. The majority of attendees were from the Nurse Corps which is not surprising considering the course location near Balboa Naval Hospital. The large number of women taking this course reflects the largely female make-up of the Nurse Corps.

Table 4-1. NLTU Coronado IOLC Attendees, August 1997

RANK	GENDER	RACE	MIL STATUS	WARFARE COMMUNITY
O-3	F	W	Reserve Duty	Nurse Corps
O-3	M	W	Active Duty	Nurse Corps
O-4	F	W	Active Duty	Combat Eng
O-4	M	W	Active Duty	Medical Corps
O-3	F	W	Active Duty	Nurse Corps
O-3	F	B	Reserve Duty	JAG Corps
O-4	M	W	Reserve Duty	Intelligence
O-3	F	W	Active Duty	Nurse Corps
O-3	F	W	Reserve Duty	Nurse Corps
O-4	F	A	Reserve Duty	Nurse Corps
O-4	M	W	Reserve Duty	Surface Warfare
O-4	F	W	Reserve Duty	Nurse Corps
O-4	F	W	Active Duty	Nurse Corps
O-3	F	W	Active Duty	Intelligence
O-4	M	W	Active Duty	Nurse Corps
O-3	M	A	Active Duty	Surface Warfare
O-4	F	W	Reserve Duty	Nurse Corps
			N=17	

These class attendees were not a representative sample of the Navy. Demographic information for the August IOLC attendees can be compared with the data provided by the Chief of Naval Education and Training (CNET-N31)for all FY97 IOLC attendees and with data from the Bureau of Naval Personnel Public Affairs Office.

Demographic comparisons of military status are not presented. The data pertaining to active duty and reserve military status were not presented by the Chief of Naval Personnel or the Bureau of Naval Personnel Public Affairs.

The IOLC was created for officers with 7-9 years of military service. This range of personnel is generally composed of naval Lieutenants (O-3) and Lieutenant Commanders (O-4). Table 4-2 shows demographic comparisons of the officer corps for the ranks of O-3 and O-4. The sample size for the Navy data was 30,246 individuals. The sample was limited to only O-3 and O-4 grade officers on active duty, the total active duty officer inventory provided by the Bureau of Naval Personnel was 56,075.

Table 4-2. Officer Demographics

	AUGUST IOLC (%)	FY97 IOLC (%)	NAVY (%)
O-3	47.1	83.0	35.4
O-4	52.9	17.0	64.6

The gender distribution, shown in Table 4-3, for the August IOLC displays a relationship opposite to the gender distribution found in all the FY97 IOLCs and in the Navy.

Table 4-3. Gender Demographics

	AUGUST IOLC (%)	FY97 IOLC (%)	NAVY (%)
Female	65.0	9.5	13.9
Male	35.0	90.5	86.1

Table 4-4 shows demographic comparisons for warfare community. For the purpose of these comparisons, the term Navy demographics will refer to the sum (N=18,835 individuals)of Surface Warfare, Medical Corps, Nurse Corps, Intelligence, JAG, and Combat Engineering Corps(CEC) officers on active duty.

Table 4-4. Warfare Community Demographics.

	AUGUST IOLC (%)	FY97 IOLC (%)	NAVY (%)
Surface Warfare	12.0	53.9	14.6
Medical Corps	6.0	18.2	7.2
Nurse Corps	58.0	18.7	5.7
Intelligence	12.0	4.8	2.1
JAG	6.0	4.8	1.5
CEC	6.0	4.3	2.4

The demographics of race/ethnic groups, shown in Table 4-5, for the August IOLC were consistent with the demographics of the Navy except for Asians and Hispanics. Asian officers represented 12 percent of the course attendees but the "other race" category within the Navy, which includes Asians, comprises only 4.9 percent of all naval officers. Finally, no

Hispanics attended the August course, though they make-up 6.5 percent of Navy officers and 3.5 percent of Hispanic officers who attended an IOLC during FY97.

Table 4-5. Race/Ethnic Demographics.

	AUGUST IOLC (%)	FY97 IOLC (%)	NAVY (%)
Asian	12.0	3.2	0.0
African-American	6.0	7.9	5.8
Hispanic	0.0	3.5	3.4
White	82.0	85.0	85.9
Other	0.0	0.2	4.9

B. FACILITATORS

The Lead Facilitator was a White Female Commander from the Restricted Line Corps. Co-facilitators were a Black Male Lieutenant Commander and a White Male Lieutenant, both from the Unrestricted Line Corps. The Commander had a strong background in teaching and education. The Lieutenant was in the process of earning a Master's Degree in Human Resources Management at the time of the course. The educational skills of the Commander and Lieutenant greatly enhanced their abilities to facilitate the IOLC. These facilitators added information that was important and not covered by the manual, and they were able to teach the material by not reading line by line.

C. CLASSROOM SETTING

The classroom was situated, as shown in Figure 10, in accordance to NLTU standards (Berlin, 1997). Tables A and B were for facilitators use. Table A was used by the facilitator who was leading the lesson topic. The table was the central location for the facilitator's teaching aids. The co-facilitators would sit at Table B and follow along with the lesson. They would also provide lecture assistance and additions to the lesson when necessary.

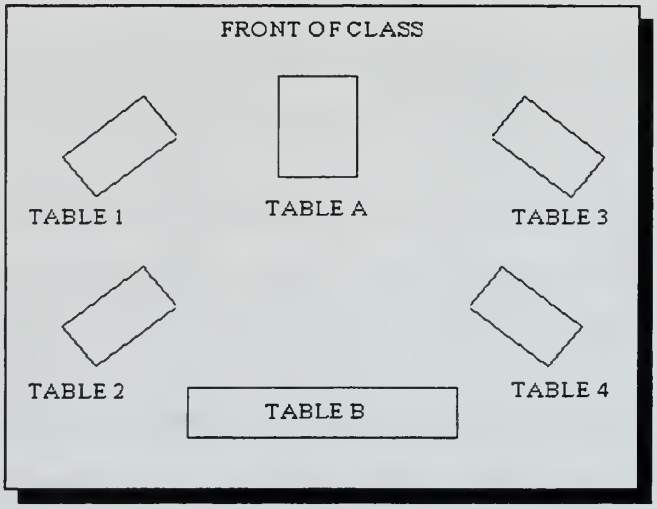

Figure 10. Classroom Setting

The attendees were evenly distributed around tables 1-4. Initial seating was determined by "first come, first served" arrival to the classroom. By the second day, the facilitators observed personal interactions occurring at various tables. Several small groups had seated themselves based on previous

working relationships or similar warfare designations. This prompted the facilitators to reorganize seating arrangements in the attempt to increase the interaction and learning between all course attendees. The position of the tables allowed for a circle attendees to be in constant view of one another and the facilitators. The position of the tables allowed for small group processing and large group discussions in contrast to the traditional lecture style classroom settings.

D. DIVERSITY ADDRESSED IN THE STUDENT GUIDE

The Intermediate Officer Leadership Course (IOLC) formally presents the issue of diversity in the "Developing Command Unity" lesson of the student guide. Developing Command Unity is taught by using eight topics for discussion. The diversity material is presented as the third of the eight topics. Figure 11 shows the partial outline of instruction which specifically addresses diversity material. The student guide objectives for this material are:

- Discuss the concepts of culture and multiculturalism.
- Explain the value of a command's unique diversity in developing command unity. (CNET, 1996)

OUTLINE SHEET 5-1-1
DEVELOPING COMMAND UNITY

A. OUTLINE OF INSTRUCTION:

1. Introduction

This lesson addresses diversity and the challenges and strengths inherent in a diverse organization. The leadership issues of the mixed-gender environment are addressed.

2. Culture

A pattern of basic assumptions invented, discovered, or developed by a given group that permits people to cope with problems of external adaption and internal integration.

Multiculturalism deals with multiple cultures in an organization. Some may associate it with diversity, though the words are not synonymous.

3. Diversity

a. What is it?

The condition of being different; variety.

(Webster's Dictionary)

b. Pros and cons

The Department Head needs to understand that subordinates will be a diverse group of individuals, each with unique skills, abilities, and personalities. By far, this provides positive value to the organization but can also present leadership challenges.

c. Balance

The Department Head must balance issues dealing with diversity and the mission of the command.

d. Dealing with diversity

Each command has a unique blend of Naval customs and traditions as well as the different races, genders, values, beliefs, and perceptions of the individuals who define its culture.

Figure 11. Developing Command Unity outline of instruction.

(1) These differences inherent in the Navy have always been considered a source of strength, vitality, and innovation by the Navy and the country. Diversity continues to play an important role in the Navy's adaptation to the new, challenging, and changing world.

(2) As the Navy develops an even more diverse culture, it must be prepared to exploit the advantages that such a culture provides. Individual initiative, flexibility, and decentralized decision making all add up to the ingredients for an even better Navy.

e. Unity

The state of being one. The quality or state of accord or agreement.

(Webster's Dictionary)

f. Individuality versus command unity

Every member of the command is an individual who should be respected as such and treated with dignity. This can be accomplished and still develop the unit cohesiveness desired.

g. Barriers to acceptance of diversity in the command

Although diversity is generally accepted as positive in the Navy, there are many barriers based in beliefs and practices that inhibit the acceptance of diversity at the unit level. The unit in this case may be the command, department, division, or work center.

h. Department Head's responsibility regarding diversity

The Department Head's responsibility is promoting a non-culturally biased environment.

(1) Ensure an environment exists that promotes equal opportunity for all personnel.

(2) Be sensitive to the divergent subcultures that form the command culture.

(3) Upward mobility is the key!

Figure 11 Continued. Developing Command Unity outline of instruction.

The introduction to the lesson began with the statement, "This lesson addresses diversity and the challenges and strengths inherent in a diverse organization. The leadership issues of the mixed-gender environment are addressed." This statement has the potential to limit the view of diversity by focusing on gender. Cox (1994) stated that many organizations have this limited view from a lack of understanding the impact of diversity. What could be said is, "This lesson addresses diversity through the valuing differences model which helps Department Heads and their commands learn how to capitalize on differences and reach their full potential" (Walker, 1991) This statement would not highlight diversity as a challenge and it would explain what is the strength of diversity.

Next, the student guide presented a definition of culture as a background topic for diversity. It defined culture as a pattern of assumptions that permits people to cope with problems of adaptation and integration. It continued to say that when there are multiple cultures within an organization there is Multiculturalism but, they noted that while Multiculturalism is associated with diversity it is not synonymous with diversity. (CNET, 1996) The facilitator led the instruction by reading the outline of instruction and did not attempt to clarify the material. The facilitator asked the

attendees if they felt comfortable with the definition or if there were any questions or comments, to which no one replied.

These statements about culture and multiculturalism are very difficult to understand and they do little to clarify or reinforce the topic of diversity. Without sufficient training in the field of diversity, facilitators have the potential to further confuse the attendees or to not be able to provide attendees clarification. This situation can make understanding difficult for attendees and not allow lesson objectives to be met by preventing the discussion of the concepts of culture and multiculturalism. Cox's (1994) definition of culture, the affiliation of people who share values or assumptions that are different from other groups, is much clearer. Also, if the discussion were to include instruction that values are learned from association within a community of practice, the lesson objectives could be met. By learning the Valuing Differences model and implementing the second step of the process, officers would have the potential to learn how to listen and probe for differences (Walker, 1991).

The next section of the student guide began to address diversity by quoting Webster's Dictionary. The facilitator continued instruction by using the Webster's definition and by asking for examples of diversity in the Navy. Attendees

expanded the definition with gender, race, religion, and sexual orientation. While these may be the most prominent examples and issues for naval officers, they only glance over the full spectrum of diversity (Cox, 1997).

Next, the student guide stated the pros and cons of diversity as it adds value to the Navy and presents leadership challenges that a Department Head must balance with the mission of the command. This implied that diversity is separate from mission accomplishment. During the class discussion, the only positive statement on diversity was its ability to provide a different perspective in workgroups. The facilitator reinforced diversity as a problem by focusing the discussion only on conflicts created by differences. All of the research in the area of diversity indicates a more robust view of diversity as a potential positive influence for enhancing mission accomplishment. For example, DeBardelaben, 1991, Bell 1992, Cross et al. 1994 and Cox 1994 and 1997 discuss how diversity is part of, and has, positive impacts on mission accomplishment. In addition, the Valuing Differences model emphasizes addressing diversity for the purpose of improving mission accomplishment through organizational productivity (Walker, 1991).

The student guide continued by stating the Navy

recognizes the differences within its structure, that the differences provide vitality and innovation, and as the workforce becomes more diverse, the Navy must be ready to capitalize on differences and individual initiative to create a better Navy. It continued the lesson by demanding, "Every member of the command is an individual who should be respected as such and treated with dignity" and that respecting individuals develops unit cohesiveness. Those statements express the third, fourth and fifth steps of the Valuing Differences model. Valuing differences professes that organizations, like the Navy, should "explore and identify group differences," "enhance personal empowerment" and build relationships with individuals that one regards as different (Walker, 1991).

In the final topics of the diversity lesson, the student guide recognized that there are barriers that prevent the acceptance of diversity and that Department Heads are responsible for promoting a "non-culturally biased environment." These statements are the beginning of the Valuing Differences model. The first step of valuing differences is to "strip away stereotypes" because they are the barrier to valuing individuals. Valuing differences believes that it is the leaders responsibility to champion the

process and to begin the work of personal growth and development to increase the organization's productivity (Walker, 1991).

V. SURVEY ANALYSIS

A. FORMAT

Telephone interviews were conducted to assess the impact of the leadership and diversity material presented by NLTU Coronado, ninety days after attendees completed the August IOLC. The interview consisted of 16 questions categorized into three sections and each interview lasted no more than thirty-minutes. The question format for the survey is presented in the Appendix. The attendees were not given an advance copy of the survey. The only advance notification they received was a verbal disclosure during the August IOLC that at some undetermined time they would be contacted to discuss the course. A ninety-day interval between completion of the course and the time attendees were surveyed was selected in order to decrease the "proximity effect" that is associated with evaluations made immediately following instruction. The ninety-day period also allowed the attendees a period of time to apply learned skills in the performance of their duties.

B. RESPONSES

The survey responses are categorized in three sections, Section One: Demographic, Section Two: General Leadership and Section Three: Diversity Leadership.

Section One of the survey asked each attendee for demographic information:

- Rank:

Survey totals are: 7 Lieutenants, 9 Lieutenant Commanders

- Gender:

Survey totals are: 11 Females, 5 Males

- Race:

Survey totals are: 1 Black, 1 Asian, 14 White

- Warfare Community:

Survey totals are: 10 Nurse Corps, 2 Intelligence, 1 JAG Corps, 1 Surface Warfare, 1 CEC, 1 Medical Corps

- Military Status:

Survey totals are: 8 Active Duty, 8 Reserve Duty

Also in section one, attendees were asked if they had previously attended a military leadership course. Only one of the attendees responded by stating that he or she had completed LMET/NAVLEAD during the course of his or her military career. One active-duty Nurse Corps officer recalled some leadership training in the Basic Division Officer School, but could not be certain that it was LMET/NAVLEAD. Five Nurse Corps officers either identified or questioned Officer Indoctrination School (OIS) as a source of leadership training and one nurse added that she had completed a Potential

Commanding Officer course and a two-day leadership course provided by a reserve unit.

Section Two of the survey contained five questions on the General Leadership material presented by the IOLC.

- Was the material new to your training?

  Seven attendees (44%) stated the none of that material was new. One respondent mentioned that the Navy teaches the same material, but just changes the format. Nine attendees (56%) responded that the material was new to their previous training. Four of those responses specifically identified the lesson topics of Managing Systems and Processes and Combat/Crisis Leadership[5]. The other lesson topics that were also mentioned were Command Environment and Decision Making. In addition, two reserve officers responded that the morning discussions of Naval Customs and Traditions were new and added value to their learning. These nine attendees felt that the new skills and perspectives presented by the IOLC were necessary for their training as officers.

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[5] Previously shown in Table 3-2, the seven lesson topics are: Foundations of Naval Leadership, Communications, Subordinate Development, Managing Systems and Processes, Command Environment, Decision Making, and Combat/Crisis Leadership.

- Was the IOLC useful for your subsequent leadership?

Fourteen attendees (88%) found the IOLC useful, while only two attendees stated that the IOLC was not useful to their leadership. The positive responses were concentrated around the topics of Communications and Subordinate Development. Seven attendees specifically stated that these two topics reinforced previously learned material and reinforced the impacts that these topics have in their roles as leaders when achieving mission accomplishment.

- What were the strengths of the course?

The strengths of the course were attributed to facilitators and peers. Seven attendees (44%) stated that the facilitators abilities added to the course. Specifically, their ability to answer questions in detail, add and relate information not covered in the student guide, and to encourage the class to provide personal examples. Three attendees also noted that the abilities of the Commander and Lieutenant who facilitated the course were exceptional and greatly added to the learning experience of the course. The other strength of the course, peers, was mentioned by eight (50%) of the responses. Attendees stated that having small group and

classroom discussions and conducting role playing with peers made the greatest impact on learning the material.

- What were the weaknesses of the course?

Thirteen attendees (81%) felt that the amount of material and the structure of the student guide were weaknesses of the course. Attendees stated that there was too much material involved and it did not allow for in depth discussions. It was also mentioned that the homework assignments had no impact on the classroom material. Attendees also noted that the IOLC is still a Navy Training program because the material and the instructors teach, "line by line."

- What improvements would you make to the course?

The responses to improvements for the IOLC related to the weaknesses previously mentioned. Attendees suggested that the material be decreased or that the course length be increased by one week. One recommendation suggested better incorporation of homework, and another suggestion was to provide facilitators with more training so they could be "experts" and less inclined to teach "line by line."

Section Three of the survey contained ten questions on the Diversity Leadership material presented by the IOLC and an

overall opinion question. Of significance in this section is that fact that eight attendees (50%) declined to respond to questions stating that they could not remember the diversity material.

- Is diversity leadership integral to general leadership?

All sixteen attendees (100%) responded that diversity leadership is integral to general leadership.

- Do you have an adequate understanding of diversity leadership?

Eight attendees (50%) responded that they had an adequate understanding of diversity leadership. Four of those responses indicated areas in which training could meet their needs. Those needs included more emphasis on classism, more job related examples, more information of differences between people of the same race, and instruction on how to lead people that "Don't look like me."

- Did the diversity material of the IOLC adequately discuss the topic of diversity?

Five attendees (31%) responded that the material was inadequate. They recommended the inclusion of material concerning diversity awareness and understanding,

classism, intra-racial diversity, practical skills for working within diverse workplaces, and more discussion of "hot topics" within diversity.

- Did the facilitators adequately present the topic of diversity?

Four attendees stated that they were satisfied with the facilitators presentation of the material while five attendees (31%) felt that the facilitators presentation was inadequate. They suggested that the facilitators focused too much on gender, the material was insufficient and the facilitators lacked ability or proper background to elaborate on the material. Three attendees felt that because they could not remember the topic, the facilitators did not do their job.

- Did the class adequately discuss the topic of diversity?

Three attendees stated that the class adequately discussed the topic of diversity. The remaining five responses indicated that the class was inadequate when discussing the topic of diversity.

- What were the strengths of the diversity material?

Four attendees (25%) responded that incorporation of diversity material within the IOLC was its strength. They

stated that it is necessary for officers to have a forum in which to discuss such important and volatile issues with their peers.

- What were the weaknesses of the diversity material?

Overall, the attendees felt that the weakness of the diversity material was its inability to make an impression or have an impact on their leadership. One respondent felt that the material was implemented in order to "put a check in block."

- What changes would you make to improve the diversity material?

Five attendees made recommendations for the material and the course. Their suggestions were to emphasize the diversity material at the beginning of the course, improve the quality of material to include topics other than gender and race, allow for more time to discuss the material, use guest speakers or role playing exercises, and to emphasize the importance of the material and relate it to other topics throughout the course.

- Have you used any of the diversity material presented by the IOLC?

Only one attendee (6%) stated that she had applied the diversity material in the performance of her duties. She

reported being more sensitive of the issues surrounding diverse workplaces and used it daily when dealing with others.

- Is more diversity training needed by the Navy?

Fifteen attendees (94%) responded the Navy needs to conduct more diversity training. Recommendations included increasing the quality as well as the quantity of training. Attendees stated that diversity is important to leaders and that the Navy needs to offer more opportunities for officers to experience diversity training. They also stated that diversity topics can greatly influence the way they do business as officers and provides a positive impact.

- State any other comments that you wish to make about the IOLC.

Six attendees responded by stating that the IOLC was a great course. They all felt that the group discussions and learning from peers was the most important aspect of the course. The one officer who had completed LMET/NAVLEAD stated that the IOLC was a better course. Two attendees restated their dislike for the amount of material in the course and one attendee stated that the course was too focused on Surface Warfare and needed to

be tailored more to the warfare communities present in each course.

VI. CONCLUSIONS AND RECOMMENDATIONS

Some of the conclusions and recommendations discussed in this chapter are based on small sample findings. A larger and more representative sample of IOLC attendees should be surveyed regarding their course experiences, appraisal of the material and pedagogy, subsequent application of the course material, and suggestions for improvement. Additionally, course facilitators are a key resource for suggestions for improvements in the IOLC curriculum. Focus groups and surveys of facilitators should be conducted to leverage their expertise and experiences.

A. CONCLUSIONS

The IOLC is a useful leadership training program for all Department Head level officers. Furthermore, the IOLC accomplishes its mission by providing advanced education and training in the concepts, philosophies, elements, tools and practices of effective leadership and management for intermediate level officers. While overall a useful course, the IOLC still requires improvement. One area of immediate concern is the need for improved diversity training. As the program's manager, the Chief of Naval Education and Training (CNET) should make every effort to establish and implement

such an improvement.

1. The Need for Implementing the Valuing Differences Model

The survey responses of the IOLC attendees support the importance of diversity material within the IOLC. Attendees believed that the diversity material adds value to any organization and must be treated as such. The disconnect is that half of the attendees could not recall the diversity material. Of those who did remember the material, all but one found no practical application for the material upon returning to their jobs. This can be attributed to the lack of a useful diversity theme within the IOLC. The attendees recognized the IOLC as a leadership course and recalled the leadership theme through the leadership approaches that were presented. A diversity theme is present throughout the student guide. What is required is a standard leadership model such as Valuing Differences that trained facilitators can use to recognize, discuss and reinforce the material throughout the course.

2. Valuing Differences is a theme that should be identified within the Student Guide.

From minute one of the IOLC, it must be emphasized that valuing differences is an important leadership perspective. If naval officers are to effectively address diversity issues in ways that enhance organization performance, then they must

have diversity training incorporated into any discussion of leadership (DiTomaso). The Student Guide contains numerous places where Valuing Differences can be emphasized and related to the topic of discussion.

The terminal objectives on page viii of the Student Guide are the first example of where the Valuing Differences approach can be presented. Terminal Objective 4.0 states that attendees must describe the responsibility of a Department Head to align personal, departmental, and command ethics and core values to the Navy's Core Values. The Core Value of Commitment orders naval personnel to have respect for all races, genders and religions and implies that Department Heads must value those differences by respecting them. Also, Terminal Objective 11.0 states that attendees must describe the Department Head's responsibility to support the development of a command environment that enhances mission effectiveness. Mission effectiveness is the ultimate goal for every naval command. Developing a healthy and productive command environment depends upon how well people work together through the ability to deal with each other's differences. These are the objectives of Valuing Differences.

Additional examples where the Valuing Differences approach can be emphasized include, classroom ground rule

Number 4 on page ix and the principle of Adult Learning on page Intro-4 of the Student Guide. Ground rule Number 4 states that individuals must "Respect ideas and opinions" of others and the Adult Learning principle states that the course is "designed to enhance your self image by placing value on what you have to contribute." Each of these are opportunities for building commitment to valuing differences (Hanamura, 1991).

The topic of Learning Styles on page Intro-5 states, "Different people learn different ways...." Naval personnel reflect a variety of cultures where learning methods are different. Hence, the way they express their learning will be different (Cullen, 1996). By Valuing Differences in learning styles the Navy can attain the objectives of training and educational missions mor effectively than operating as though one learning style fits all.

In the lesson topic of Ethics and Core Values, the student guide states that every individual has his or her own set of values that he or she learns from a cultural system such as family, religion, heritage, environment, command. A cultural system of values is the behavioral view of communities of practice. Lesson 1-4 states the need for an awareness of heritage and an increased sense of understanding among diverse people as to the influence background has on

personal values. (CNET, 1996) Also stated in lesson 1-4, leaders must not only align values with the Navy, but also align values with subordinates (CNET, 1996). These are clearly statements that relate to step two in the Valuing Differences model: learn to listen and probe for differences in people's assumptions. Officers must value differences in order to maximize the potential of subordinates without assimilating subordinates. They must realize that their value system impacts the effectiveness of the Navy and the development of their subordinates' values (Cullen, 1996).

Lesson 1-6 discusses leadership and presents Hersey's situational approach which is based on leader behavior. This approach requires that a leader make an assumption about his or her followers readiness. The Valuing Differences model is a useful tool in supporting the situational model. In the first step of Valuing Differences, a leader must be aware of stereotyping when making assumptions of follower readiness. Prejudices may cause the leader to utilize an incorrect combination of directive and supportive behavior. When ready, the leader implements the second step of Valuing Differences and can learn and understand the differences in the followers' belief of readiness. Focusing on the need to utilize the Valuing Differences process steps will build trust and help

communication which is an application of the situational approach (CNET, 1996). Valuing Differences will emphasize that naval personnel must be energized to overcome stereotypes created by personal differences in order to achieve the command mission.

Unit 4 of the student guide presents leadership approaches for managing systems and processes. Here the approaches of Deming and Covey are introduced. Deming's Total Quality approach is a philosophy to improve an organization's product. Valuing Differences is importantly related to Deming's 14 Obligations of Leadership. Point 8 states that leaders must drive out fear, create trust and create a climate for innovation. Deming says that people who are afraid are generally unproductive and this fear is expensive to the organization(CNET, 1996). People need to feel valued so they can feel secure in their jobs which will lead to high morale, innovation, and increased productivity. Point 9 calls for optimization toward the aims and purposes of the organization and teams and Point 12 calls for the removal of barriers that rob people of pride of workmanship (CNET, 1996). These points emphasize the need to break down barriers between people and groups and cause the feeling of not being valued. The points are similar to the principles and processes of valuing

differences that strip away stereotypes, identify group differences and build relationships with people one regards as different (Walker, 1991). The Total Quality and the Valuing Differences approaches emphasize that employees who feel valued and empowered will work together interdependently and synergistically for optimum mission accomplishment.

3. Valuing Differences is a theme that should be enhanced within the IOLC

The primary focus of diversity has been on the written material presented in the Student Guide. Survey responses indicate the IOLC underutilized the opportunity to capitalize upon the small groups and discuss the importance of valuing differences. Attendees recognized the importance of discussing differences and wanted the opportunity and time to discuss the topic in more detail. They stated that the strengths of the diversity material was its incorporation into the course, and valued discussing an important and volatile topic with their peers. The challenge of learning to value differences is best accomplished in small discussion groups, and the class room arrangement of the IOLC was the perfect setting (Walker, 1991). Figure 11, on page 65, displayed the classroom arrangement mandated by the Leadership Continuum (Berlin, 1997) Four to six people who generally perceive one another as different sit around the table and have the opportunity to

explore issues created by difference. These small groups can conduct and maintain honest and in-depth dialogues on differences (Walker, 1991).

B. RECOMMENDATIONS

The IOLC needs to incorporate the Valuing Differences model into the curriculum. By implementing the Valuing Differences Model and creating a unified diversity theme throughout the course, there is a greater chance of attendees recalling and applying the material in the course of their duties (Kahan & Johnson, 1992). The diversity material provided by the IOLC had a great impact on the course attendees. They stated how important the topic was to them and how much they enjoyed learning from their peers and gaining a different perspective. This type of learning is one step of the Valuing Differences process that is effective because it makes the material personally meaningful and more likely to be recalled (Kahan & Johnson, 1992).

The Navy, like all complex organizations, is a microcosm of society. As such, the Navy must realize the significance of the changing workforce and the impacts of diversity in the workplace as a neglected topic in leadership training (Bell, 1996). If the Navy hopes to retain the highest caliber of personnel, it must address racial, cultural, and sexual ideals

within the leadership training programs. The importance of Valuing Differences is greater organizational efficiency and productivity, higher morale, lower absenteeism, and fewer lawsuits. A unified diversity leadership model will help to create a better Navy that is more productive and efficient in accomplishing its mission. The Valuing Differences model operationalizes the Navy's Core Values of Honor, Courage, and Commitment. The Valuing Differences model should be emphasized, discussed and learned by naval officers who attend the Intermediate Officer Leadership Course.

APPENDIX

SURVEY OF IOLC ATTENDEES

I. GENERAL

RANK:

GENDER:

RACE:

COMMUNITY (ex: Fleet Support, Surface Warfare):

MILITARY STATUS (Active or Reserve):

Have you attended a military leadership course prior to the Intermediate Course provided by NLTU Coronado?

YES NO

If yes which course?

Other:_____ LMET NAVLEAD

II. GENERAL LEADERSHIP

The IOLC was facilitated in seven lessons.

A. Foundations of Naval Leadership
B. Communications
C. Subordinate Development
D. Managing Systems and Processes
E. Command Environment
F. Decision Making
G. Combat/Crisis Leadership

1. Was any of the material presented new to your training?

YES NO

If yes, which material?

2. Has the course been useful for your subsequent leadership? How?

3. What were the strengths of the course?

4. What were the weaknesses of this course?

5. What changes would you make to improve the course?

III. DIVERSITY LEADERSHIP

6. Is diversity leadership integral to general leadership?

YES NO

7. Do you have an adequate understanding of Leadership in the area of diversity?

YES NO

What, if anything, is missing?

8. Lesson 5 of the NLTU Student Guide discussed the topic of diversity. Did the material adequately discuss the topic?

YES NO

What if anything is missing?

9. Did the facilitators adequately present the topic diversity?

YES NO

If no, why not? Where?

10. Did the class attendees adequately discuss the topic of diversity?

YES NO

11. What were the strengths of the diversity material?

12. What were the weaknesses of the diversity material?

13.What changes would you make to improve the diversity material?

14. Since completing the IOLC, have you used any of the material on diversity leadership IOLC?

YES NO

If yes, please provide details or examples:

15. Is more training in the field of diversity needed by the Navy?

YES NO

If so, what needs to be done?

16. Please state any other comments that you wish to make about this course:

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